DOCUMENT RESUME

ED 223 102 FL 013 311

TITLE	Foreign Language. Boston Regional Hearings.
INSTITUTION	President's Commission on Foreign Language and International Studies, Washington, D.C.
PUB DATE	4 May 79
NOTE	35p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Area Studies; Educational Research; International Education; *International Studies; *Language Teachers; Language Tests; Position Papers; Public Policy; *Second Language Instruction; *Second Languages; Teacher Education
IDENTIFIERS	*Presidents Comm Foreign Lang International Studies

ABSTRACT

A collection of position papers on aspects of foreign language and international studies was compiled for the President's Commission on Foreign Language and International Studies. The three major presentations focus on: the student and the foreign language curriculum, developing and maintaining teacher skills, and directions for research and assessment. Each of these papers is accompanied by a list of recommendations. The recommendations address global understanding, teacher training, adult learning opportunities, and regional resources for foreign language education. In the appendix, brief position papers on the interaction of the foreign language field with other academic fields are presented. These include three statements on foreign languages in business and industry, two statements on the contribution of international exchanges, two statements on institutional needs in language and area studies, and two statements on international education. (RW)

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THE PRESIDENT'S COMMISSION
ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

FOREIGN LANGUAGE

The Student and the Foreign Language Curriculum **presented by Wilga M. Rivers of Harvard University (panelist).**

Developing and Maintaining Teacher Skills **presented by Paul D. Cincinnato of the Farmingdale (N.Y.) Public Schools (chairman and panelist).**

Directions for Research and Assessment **presented by Protase E. Woodford of the Educational Testing Service (panelist).**

Reporter for the Foreign Language Panel: June K. Phillips of the Indiana University of Pennsylvania.

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Boston Regional Hearings

May 4, 1979

FL013311

This presentation is coordinated by the Northeast Conference on the Teaching of Foreign Languages in cooperation with the American Council on the Teaching of Foreign Languages, the Modern Language Association of America, and numerous regional, state, and local professional groups as well as some six dozen professional leaders who volunteered their time, money, and efforts to assist in the determination of this document. Each member of the President's Commission, the staff of the Commission, and all contributors have received a copy of this presentation. Additional copies are available postpaid by sending **$4** to the Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 05753.

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HISTORY OF THE EVENTS LEADING TO THE WRITING OF THIS PRESENTATION

Early in 1979 it became apparent to the American Council on the Teaching of Foreign Languages and the Modern Language Association of America that the staff of the President's Commission on Foreign Language and International Studies would benefit by a coordinated effort to seek out a democratic representation of leaders in the foreign language teaching profession to prepare materials and structure for the Boston Regional Hearings of the Commission. To this end they were approached the oldest and largest group in the nation devoted to foreign-language pedagogy: The Northeast Conference on the Teaching of Foreign Languages.

By the end of January 1979 several hundred foreign-language educators had received invitations to meet together in Hartford, Connecticut, early in February. Their purpose was to prepare, consider, and present individual papers on what they — or their professional constituents — felt to be the pressing matters within the profession that would be of interest and importance to the President's Commission when it held its Boston Regional Hearings in May. All those who traveled to Hartford did so at their personal expense or at the expense of their school or educational group.

The Hartford meeting lasted for two days, and it produced a list of priorities for presentation to the President's Commission. It also yielded a list of colleagues elected to the positions of panelists and presenters for the Boston Regional Hearings.

The position papers contained in this document were written by those whose names were determined by election in Hartford. Assistance has been received from many individuals and associations. It is the feeling of the Northeast Conference on the Teaching of Foreign Languages that the effort to produce a presentation worthy of the President's Commission and representative of the thousands of foreign-language teachers in our profession has been successful.

SUMMARY OF RECOMMENDATIONS

For details, please refer to the documents themselves.

Toward global understanding

- early language-learning experience (See p. 7-8)
- linkage of foreign-language study to other disciplines (See p. 11, 19, 39)
- encouragement to teachers to adopt a global perspective (See p. 34, 40)
- involvement of non-teachers in planning for global education (See p. 40)
- encouragement of business and industry to hire those with linguistic competency and cultural awareness (See p. 31-32)
- establishment of a National Institute of International Studies and Languages (See p. 37-38)
- government support of efforts to increase public awareness of the need for foreign-language education and the understanding of other nations and cultures (See p. 13-14, 39)

Training and retraining of teachers and teacher trainers

- opportunity for partnership between language teachers and specialists in international studies and other disciplines (See p. 8-9, 40)
- study-abroad requirements (See p. 16, 35-36)
- increased opportunities for inservice education (See p. 18-20, 37)
- training foreign-language teachers in international studies and crosscultural studies for business and industry (See p. 31)
- revitalized college-level curricula (See p. 11-12, 20-21, 32-33)
- development of uniform national guidelines and proficiency tests for both teachers and students of foreign languages (See p. 17-18, 24-29)

Out-of-school and adult learning opportunities

- language learning via the broadcast media (See p. 12, 24)
- broadened participation in exchange programs (See p. 34, 35-36, 39)
- establishment of a national clearinghouse of information on exchange opportunities (See p. 35-36)
- foreign-language and cultural components in business school and business training programs (See p. 31-33)

Regional resources for foreign-language education

- establishment of regional interdisciplinary and curriculum-development centers (See p. 31, 37-38, 39, 40)
- availability of instruction in less commonly taught languages (See p. 12)
- encouragement of intensive language-learning experiences (See p. 9-11)
- financial assistance to encourage global studies with a foreign-language component (See p. 19-20, 39)

EXTRACT

Recommendations of the Foreign-Language Panel *in re* The Student and the Foreign-Language Curriculum

(1) All American schools should provide some early language-learning experience for all students, that is, before the age of ten or at least by the seventh grade.

(2) Foreign-language teachers should be fully responsible partners with international-studies specialists and teachers of related disciplines in seeking to develop a new generation of American students who are prepared for an open-minded and culture-detached collaboration with other nations in the solution of problems of global concern.

(3) Intensive language-learning experiences should be encouraged and facilitated, so that students reach a level of competence where the language can be used confidently for communication and specific task-related purposes.

(4) A linkage should be established between the arts and the humanities in building international awareness.

(5) The curriculum and teaching of foreign-language departments in the junior and senior colleges and universities should be modernized and revitalized to ensure the imaginative preparation of a new generation of language students with an international outlook, an understanding of the culture and viewpoint of others, and the ability to use the language they have studied readily in communication.

(6) To assist adult learners, unable for physical or economic reasons to participate in existing adult education and evening classes, funding should be provided to public broadcasting to develop courses through the medium of radio or television for both language learning and the maintenance of fluency in languages of national concern.

(7) The learning of the less commonly taught languages of national concern and of ethnic languages should be encouraged by the funding of projects for the preparation of self-instructional materials with complementary audio and visual materials.

(8) Appropriate federal agencies should support efforts to increase awareness among the general public of the importance for the American nation of the learning of languages and the development of understanding of the viewpoints and problems of other nations and cultural groups.

THE STUDENT AND THE FOREIGN-LANGUAGE CURRICULUM

Position Paper for the Foreign Language Panel at the Boston Regional Hearings of the President's Commission on Foreign Language and International Studies, May 4, 1979.

Wilga M. Rivers
Harvard University

Very recent events have revealed the degree to which Americans can be bypassed by historical and economic changes because their representatives in strategic places are unable to understand what is being said and done around them. We cannot overemphasize the importance to the United States, in this late twentieth century period, of having a population alert to the needs and interests of citizens of other countries and able to communicate with them, on a level of equality, in their own languages, instead of depending on their ability to speak ours. A systematic development of international studies is essential, but this will not reverse the present trend if those who teach and those who study other cultures and the aspirations of other nations can understand and communicate only with an English-speaking elite who know they have much to gain from being sole representatives of their countrymen.

What can the President's Commission do to ameliorate this situation? What can it urge upon our nation as being in its own interests and those of international understanding?

In this paper the subject of the students and the foreign-language curriculum will be considered at three levels.

I. EARLY LANGUAGE LEARNING
II. ADOLESCENT LANGUAGE LEARNING
III. ADULT LANGUAGE LEARNING

The discussion that follows will apply to four groupings of languages:

A. *The major languages of international communication* (French, German, Spanish, and in some areas Russian). Chinese, despite the enormous Chinese-speaking population throughout the world, has not yet become a major language of international communication.

B. *The less commonly taught languages of national concern* (Arabic, Chinese, Ewe, Farsi, Hebrew, Hindi and Urdu, Indonesian and Malay, Japanese, Portuguese, Swahili, Turkish, etc.).

C. *The languages represented in the ethnic composition of our population* (Armenian, Greek, Hungarian, Italian, Korean, Norwegian, Polish, Swedish, Ukrainian, Vietnamese, etc.).

D. *Classical languages* (particularly Latin and Greek).

(These groups of languages will be alluded to, for the remainder of this paper, as A, B, C, and D languages.)

How can a nation, from a practical, economic viewpoint, teach so many languages? Yet we need pools of trained people in national, international, social, and business concerns who can communicate, or interpret, or translate in these languages. This question must be addressed.

I. EARLY LANGUAGE LEARNING

We recommend an educational policy which calls upon all American schools to provide some early language-learning experience for all students, that is before the age of ten or at least by the seventh grade.

a) In most areas, this early instruction would be for the A group of languages (those commonly used for international communication), and in areas of strong ethnic concentration for C group languages.

b) The nation has already made a major commitment in policy and monetary allocations to bilingual programs for languages widely used by non-English-speaking segments of the population. These programs should be reevaluated nationwide to redirect them, where necessary, toward a *two-way bilingual effort,* where young English speakers receive part of their early education in another language in constant association in class with young speakers of that language who are also learning English. The concentration in the community of neighbors of the ethnic group for whose children the program was originally established would provide opportunities for meaningful maintenance of proficiency in the

language being learned, while the minority-language students in these bilingual classes would acquire more pride and assurance in maintaining their home language. Pressure on state legislatures to alter the wording of their bilingual education acts and monitoring by federal agencies authorized to allot bilingual education funds would be needed to achieve this objective. Since the recent reinterpretation of the guidelines for bilingual programs, Title VII allows 40 per cent of students in bilingual classes to be English-speaking; the opportunity to extend natural language-learning situations should be exploited.

Where transitional bilingual programs terminate in the early grades, some form of language maintenance should be provided for the home language. This may take the form, for instance, of the teaching of music and art in the home language, enabling the students to maintain contact with the aesthetic expressions of their culture, while broadening their experiences in the majority culture.

c) An option to be considered for early language learning is *the study of Latin* (a group D language), as a basis for understanding how languages work, for the better understanding of the functioning of English, and, in some cases, as a preparation for future language learning. A further alternative is an *Exploratory Language Course* as an introduction to the study of languages and cultures.

II. ADOLESCENT FOREIGN-LANGUAGE LEARNING IN JUNIOR AND SENIOR HIGH SCHOOLS

We recommend that foreign-language teachers should be fully responsible partners with international-studies specialists and teachers of related disciplines in seeking to develop a new generation of American students who are prepared for an open-minded and culture-detached collaboration with other nations in the solution of problems of global concern.

Part of the work of this Commission is to ensure that an awareness of global interdependence, with the responsibilities it entails for all nations, becomes a major preoccupation of American education. In the final report of the Commission, foreign-language study should be given a substantial role in this endeavor,

with foreign-language teachers working side by side with international studies teachers in integrated programs. This integration of programs should involve the development of a completely new approach for both the foreign-language teacher and the international-studies teacher, *not* occasional recourse to each other's expertise of the kind one is accustomed to in traditional cross-disciplinary programs. Clearly, the training the present generation of teachers has received is insufficient for this redirection of their efforts.

Plans should be made for the *reorientation and reeducation* of foreign-language teachers and international-studies teachers to make the objective of the development of a global perspective in their students an acknowledged and achievable goal. Institutes should be funded by federal agencies where both groups of teachers, along with teacher-trainers, can work together on prototype curricula and teaching materials which utilize their combined expertise in the integration of substantial segments of their programs. These endeavors would involve A, B, and C group languages and an understanding of the cultures and national situations in which they are embedded.

We recommend that intensive language-learning experiences be encouraged and facilitated, so that students reach a level of competence where the language can be used confidently for communication and specific task-related purposes.

Federal agencies should fund research into different models of intensive study which are possible within the present educational framework. Some possible models are the following:

(i) *One-semester or two-semester intensive study programs* of 4 or 6 hours per day at the tenth, eleventh, or twelfth grade levels for students who have completed two years of basic study. (The aim of this research would be to establish the optimal grade level and length of intensive study to ensure efficient development of usable skills or reactivation of skills acquired at earlier levels.)

(ii) *Regional or district centers in certain high schools* where students who so desire

may study less commonly taught languages from groups B, C, and D, with opportunities to continue study in commonly taught languages already begun in their local high school. (In some areas, schools of this type are now called *international high schools*.) These high schools would also provide specialized training for international business and negotiation, for interpreting, and for translating of specialized materials. (These centers might take the form of foreign-language buildings with floors for specific languages which would be set apart from the main buildings in order to encourage use of the language being studied at all times within specified language areas.)

(iii) *Intensive summer institutes for high school students* to immerse them in the language and culture they have been studying in their local schools or to enable them to undertake the study of languages which are not offered locally. These institutes would also broaden the outlook of these students to interest them in the national and international preoccupations and aspirations of speakers of these languages.

(iv) The provision of matching funds or travel expenses for *high school students of languages for summer study* in accredited programs in countries where the languages are spoken. Accredited programs would concentrate on the development of language facility and an international outlook, rather than touristic and scenery-oriented vacations. Where possible, these summer study programs would involve a period of residence in a home or community where constant contact with nationals of the country would be available.

(v) The facilitation of *youth summer job exchanges* where students of languages and international studies would compete for positions as youth counselors and assistants in summer camps, or for park and recreation supervision, in countries whose language and culture they had been studying. In exchange, a similar number of posts would be made available for young people from those countries who were learning English.

(vi) The facilitation by federal agencies charged with cultural exchange programs of *personal international exchange of teachers (post for post) and of students (class membership for class membership),* so that exchangees would live and work in each other's personal situation and learn to mingle, share, and communicate within the community as their counterparts do. After their return, exchangees would be expected to maintain contact through twinned classroom and town projects for exchange of information and materials.

We further recommend a linkage between the arts and the humanities in building international awareness.

The National Endowment for the Humanities in association with the National Endowment for the Arts should support promising American film-makers who are interested in making up-to-date films which give a current and unbiased picture of life in other countries and of the global problems we all share. These films should be available with sound-tracks in the original language for use in language classes and on public broadcasting programs, and with English-language sound-tracks for international studies courses not integrated with the particular language used in the film.

III. ADULT LANGUAGE LEARNING

We recommend that the curriculum and teaching of foreign-language departments in the junior and senior colleges and universities be modernized and revitalized to ensure the imaginative preparation of a new generation of language students with an international outlook, an understanding of the culture and viewpoint of others, and the ability to use the languages they have studied readily in communication.

The National Endowment for the Humanities and other federal agencies, in consultation with professional associations, should be charged with a thorough review of the role of languages in the undergraduate education of the entire student body, with a view to developing prototypes of new curricula which reflect the new objectives which are seen to be in the interests of the nation and of the students who are to take their place in an interdependent world. As at the

secondary level, some of these prototypes should integrate the study of languages and cultures with international studies and study-abroad experiences. Well-developed programs for training and broadening the viewpoint of graduate assistants and present faculty will be necessary, and financial aid should be provided for teaching assistants and faculty in non-participating institutions to gain this training, either through a semester in residence at a participating institution as a visiting scholar or through funded summer institutes, where participating institutions share with others what they normally provide during the academic year for their own teaching assistants and faculty.

To assist adult learners, unable for physical or economic reasons to participate in existing adult education and evening classes, we recommend that funding be provided to public broadcasting to develop courses through the medium of radio or television for both language learning and the maintenance of fluency in languages of national concern.

These radio and television courses would be accompanied by printed and recorded materials which the learners would use in their own homes or in groups in local community centers. (The Council of Europe, in cooperation with the German ARD television network, the BBC, and the German Adult Education Association, is launching an integrated multi-media course of this type for teaching English in the fall of 1979. The projected Open University in Japan has similar plans for English-language learning and maintenance by television.)

We further recommend that the learning of B and C group languages (less commonly taught languages of national concern and ethnic languages) be encouraged by the funding of projects for the preparation of self-instructional materials with complementary audio and visual materials.

Materials of this type could be used by colleges, adult education classes, or in association with radio and television teaching, with the assistance, where available, of speakers of the language from the community. These materials would fill a need where teachers of less commonly taught languages were not readily available. Where feasible, these programs should be further developed for computer-assisted instruction (CAI) and made available on a subsidized basis to in-

stitutions able to provide CAI. (The term "computer-assisted instruction," as used in this recommendcation, implies study with computer programs which is a support and supplement to interaction with speakers of these languages.)

PUBLIC AWARENESS OF THE NATIONAL NEED FOR FOREIGN-LANGUAGE COMPETENCE AND INTERNATIONAL AWARENESS AMONG AMERICAN STUDENTS

We recommend that appropriate federal agencies support efforts to increase awareness among the general public of the importance for the American nation of the learning of languages and the development of understanding of the viewpoints and problems of other nations and cultural groups.

This awareness may be developed in many ways, e.g., by explanatory programs on radio and television, by increasing the availability of the cultural products of other nations (e.g., film and musical festivals where the original languages are used; art exhibits, sporting contests), or by supporting efforts of community groups to inform their neighbors.

Rapid dissemination of information to the grass-roots level is imperative. The development of strong foreign-language programs in school districts is often impeded by lack of public recognition of the value and importance of knowing another language. This indifference can best be combated by persuading individuals who can influence program decisions at the local level. What is needed is a national campaign, funded by a federal agency such as the National Endowment for the Humanities, but dependent for action upon local initiative. The project would have two segments.

Part 1: The preparation of *information kits for dissemination* through regional agencies to teachers, parents, students, interested community leaders, and journalists who would undertake to make presentations to local groups outside the profession, to prepare short programs for local radio or television, write news items or feature articles for local newspapers or magazines of general or special

interest, or present papers at meetings of administrators, counselors, or school committee members. The kits would contain information on the national concern with international awareness, the uses of other languages in crosscultural contact within American society, the contributions of language groups to American cultural development; discussion of commercial developments requiring personnel with knowledge of another language; descriptions of innovative language and international studies programs, statements by leading figures in government, industry, entertainment, science, or sport on the usefulness to them of knowledge of other languages and cultures; news items on contributions of various language groups to the arts and humanities, ecology, science, and invention (these would be supplied in both the original language and English). This material would be supplemented by slides, tapes, and posters. Guidance would be given on choice of material for specific audiences and media outlets and establishing contacts for disseminating the material.

Part 2: Establishing *a dissemination network* through professional agencies and service clubs at the regional and local level; receiving reports of the use of the materials and further needs; circulating a newsletter reporting what has been achieved by local groups, what is planned, and giving late-breaking items for the kits.

* * * * *

The indifference and lack of knowledge of the American public in areas of international contact and action can be overcome only by a national effort. The nation is vast. We have a long way to go. We can bring about change only by engineering a close cooperation among all groups who share these concerns. The President's Commission, being charged with consideration of both foreign languages and international studies, will make a major contribution if it initiates a movement where these two disciplines recognize their commonality and work together harmoniously to attack these urgent problems.

EXTRACT

Recommendations of the Foreign-Language Panel *in re* Developing and Maintaining Teacher Skills

(1) Foreign-language-teacher-certification candidates on the undergraduate level should be required to complete a minimum of one semester, or a full year if possible, of carefully designed and supervised study abroad. Where necessary the federal government should subsidize the cost of this study and travel expenses in the form of student aid.

(2) The federal government should cooperate with foreign language professional organizations in developing uniform national guidelines for proficiency-based certification of foreign-and second-language teachers.

(3) Inservice institutes designed to reflect today's and tomorrow's professional needs and goals should be funded by the federal government. As was demonstrated in the 1960's such federally organized and financed inservice institutes reach large numbers of teachers through both economic and educational incentives.

(4) Experimental institutes designed to orient foreign language teachers and teachers of international education to each other's fields should be established. This multidisciplinary approach would foster cooperation among foreign language, social studies, and other interested disciplines.

(5) The state governments should have available to them adequate federal funds to encourage the appointment of foreign language consultants and supervisors in state departments of education in numbers sufficient to serve the local school districts.

(6) The states should be encouraged to apply the force of their offices, either by financial means or by standards, to educate school boards and administrators to the potential inservice benefits to be derived from conferences sponsored by local universities or professional organizations.

(7) University personnel should be trained in the *teaching* of foreign languages and their cultures wherever undergraduate language courses are part of the teaching load — this in addition to the existing goals of teaching the foreign literatures.

(8) Large institutions, where the major part of undergraduate teaching is performed by teaching assistants, should be supported in providing a training program and supervision of this teaching.

(9) The federal government should establish within an existing agency or office a National Commission for the Direction and Coordination of Experimental Studies in the field of second-language education.

DEVELOPING AND MAINTAINING TEACHER SKILLS

Position paper for the Foreign Language Panel at the Boston Regional Hearings of the President's Commission on Foreign Language and International Studies, May 4, 1979.

Paul D. Cincinnato
Farmingdale (N.Y.) Public Schools

No curricular innovation, no revitalization of public interest, no foreign language requirement can make permanent changes in the state of foreign language learning in this country without a priority being assigned to the preservice and inservice education of teachers. Teacher training and, at this time, teacher retraining, are of grave importance. The development, maintenance, and improvement of instructional and content skills have immediate effect at the grass-roots level, the foreign-language classroom.

Let us first address the issue of the training of future foreign language teachers.

> **We recommend that a minimum of one semester, but a full year when possible, of carefully designed and supervised study abroad be required of all foreign-language-teacher-certification candidates on the undergraduate level. Where necessary the federal government should subsidize the cost of this study and travel expenses in the form of student aid.**

This recommendation is predicated on several premises. Available studies indicate that foreign language proficiency is superior among those majors who have spent time in the country where the language is spoken.* While many other subject area majors can acquire their content skills on campus, foreign-language specialists need the additional living/learning experience abroad to master their skills. The in-depth cultural knowledge acquired from the stay is essential to the preparation of the future language teacher.

*John B. Carroll, John L.D. Clark, Thomas M. Edwards, and Fannie A. Handrick. *The Foreign Language Attainments of Language Majors in the Senior Year: A Survey Conducted in U.S. Colleges and Universities.* Cambridge, Massachusetts: Laboratory for Research in Instruction, Graduate School of Education, Harvard University, 1967. [EDRS: ED 013 343.]
Helen L. Jorstad. "Teacher Education Commission Report." *AATF National Bulletin* 2(1977):5-7.

The cost of this period overseas may be prohibitive for many students both in terms of actual fluctuation in dollar exchange rates and the loss of part-time work and student aid that they might experience. A formula similar to that for financial aid should be devised so that grants are available to offset increased costs to students. Financing could also be linked to excess currency funds located in other countries.

> **We also recommend that the federal government cooperate with foreign-language professional organizations in developing uniform national guidelines for proficiency-based certification of foreign- and second-language teachers.**

The states would be responsible for bringing their certification procedures in line with these national guides and for nominating appropriate teacher-training institutions. The mode of certification based exclusively on credit hours has proved to be inadequate for producing the teachers for today's classrooms. The present review procedures applied to teacher training institutions are haphazard in their ability to identify weak programs and bring about change.

In addition to setting standards for language proficiency and knowledge about the other culture, national guidelines would insure that every foreign-language-teacher-preparation institution would provide methodology courses in the teaching of foreign languages. At present, some institutions require only a general course in teaching techniques applicable to any subject. This profession has made strong gains in what we have learned about language teaching. If teacher training is to be effective, that knowledge must be transmitted by professionals who are well-informed about new developments.

A wide range of clinical experiences is also necessary for teaching candidates. The national guidelines should help establish criteria for the selection of qualified cooperating schools, teachers, and university supervisors who are trained and experienced in the teaching of foreign languages. The U.S. Office of Education Teacher Center model could be expanded so the special needs of

foreign language teaching candidates are met.

It is in the area of inservice education, the upgrading of skills for the practicing teacher, that the work of this Commission could achieve its greatest impact. Today's typical foreign language teacher has been teaching for over ten years and will be teaching for at least another decade. These are the persons who will be charged with carrying out the instructional and curricular changes that the profession and that the Commission identify as being necessary and beneficial for foreign language learning in this country.

We strongly recommend that the federal government fund inservice institutes for teachers of foreign languages.

Summer institutes, sabbatical year institutes, and overseas programs can be effective for revitalizing inservice teaching. These could be modeled after the NDEA institutes of the 1960's in terms of organization and financing; content and goals would be the responsibility of the profession and would reflect today's and tomorrow's needs and goals. It must be remembered that the NDEA programs had their successes, and positive results could accrue to today's teachers if similar opportunities were available. Those institutes did reach large numbers of teaching personnel. We need to reach an equally large audience now. Part of the reason for having attracted so many teachers was the economic as well as educational incentive the institutes offered. Teachers were paid to upgrade their skills. The majority of the teaching population today is tenured, permanently certified, and already in possession of a master's degree in many instances. Minimal change can be expected for intrinsic reasons. Even when a concerned teacher decides to seek skill improvement on his or her own, few programs are available unless one is interested in a longer term, degree program. Consequently, extrinsic incentives, in the form of subsidies, relevant programs, and even the satisfaction that goes with being selected, are the kinds of rewards that can encourage teacher participation. Programs which are financially an inducement to the

teacher and which address classroom issues can bring about change. In fact, the institutes of the last decade were such effective change agents that many participants trained there are still practicing and are still committed to the methodology they learned (for better or for worse).

Thus, an institute model is a viable one for imparting new knowledge about approaches, materials, testing, and research, for improving teacher language proficiency, and for effecting change at the classroom level. It is the content of the proposed programs that must be radically different from the single methodological approach of the former institutes. A selection and review committee drawn from the professional leadership should be established to approve programs and to recommend continued funding to those producing good results in terms of today's educational goals.

To accomplish the goal of orienting foreign-language teachers to international education, we also recommend the establishment of experimental institutes for foreign language, social studies, and other interested teachers where a multidisciplinary approach would foster cooperation among those disciplines.

Participants would be involved in teaching and learning in designated topical areas, in developing materials, and in implementing programs. They would also use their skills and knowledge to consult with schools and teachers contemplating programs of their own. Through such institutes impact would be made upon undergraduate foreign-language programs which are the basic training grounds for the foreign language teacher. Adjustments would have to be made in teacher training perhaps through the Teacher Center model.

In addition to intensive inservice training, we recommend that the federal government provide funds to the state governments to encourage them to appoint foreign language consultants and supervisors in a number adequate to serve the local school districts.

Job descriptions of the supervisors should be carefully delineated through national guidelines so that active leadership and guidance in local schools can be provided. One of their responsibilities should be to help local and regional

districts effect change by organizing short workshops on a continuing basis as a part of district inservice training. At present the small number of foreign language teachers in a district often means that the needs of this group for growth in their specialty area are ignored.

We further recommend that the states be encouraged to apply the force of their offices, either through financial means or by standards, to educate school boards and administrators to the potential inservice benefits to be derived from conferences sponsored by local universities or professional organizations.

Granted that attendance at national meetings may be overly expensive for local districts for all teachers, there are nevertheless numerous one or two day conferences at the local or regional level in most areas which are available to teachers at reasonable cost for updating their skills or informing them of new developments. Teachers are often willing to assume registration fees and transportation so that the cost to the local school district is limited to the pay for a substitute teacher. Yet time after time, teacher requests are turned down or release is granted to one teacher per district. Thus the efforts of the profession to carry out its own inservice responsibilities are thwarted.

There is an urgent inservice need in the area of higher education owing to the mismatch that often takes place in terms of teaching specialty and later teaching responsibilities.

We strongly recommend that university personnel be trained in the *teaching* of foreign languages and their cultures wherever undergraduate language courses are part of their teaching load.

Most college or university faculties have a preponderance of professors holding degrees in literature, while the majority of course offerings are in language. There is a noticeable lack of professors in the teaching of another culture and civilization. In all too many cases, then, one is faced with individuals spending the bulk of their time teaching courses in which they are neither trained nor interested. This is not to imply that literature and the humanities component of foreign language departments be neglected, but that

the area of language, culture, and civilization, and that of literature be recognized as different — although complementary — specialties. The hiring and promotions policies of departments should reflect the thrust of departmental offerings to meet student needs within the institution.

There seem to be two ways in which this recommendation might be carried out. One is for colleges and universities to take responsibility by compensating for these imbalances in their hiring practices by selecting candidates on the basis of the teaching needs in the department. With the limited number of new positions, however, minimal change will occur by this means. A more productive approach would be establishment of institutes or seminars to train professors in language teaching. The National Endowment for the Humanities (NEH) through seminars and fellowships offers enrichment to new and established professors in content areas; the teaching seminar could do so in the instructional domain. The NEH should be required to pay equal attention in allocating its funds to the teaching of language and culture and to literature. Incentives could include released time to take such courses, subsidized funding of the courses, and merit increases as a result of participating in the additional training. Universities might be offered grants to encourage their participation in this revitalization of undergraduate curriculum through professional growth.

For large institutions where the major part of undergraduate teaching is performed by teaching assistants, we recommend that a training program and supervision of their teaching be required.

This task should be accomplished by a faculty member whose experience and expertise lie in language teaching. Often this task is relegated to the least experienced faculty member, rather than to the best qualified teacher.

So that teacher educators are also involved in skill maintenance, we recommend the establishment of a National Commission for the Direction and Coordination of Experimental Studies in the field of second-language education.

The emphasis for such a commission should be on studying new approaches to

the teaching of second languages, whether they be in the areas of teaching styles, learning styles, out-of-school experiences, materials of instruction, curricular development, methodology, or any other phase of the teaching and learning process. Exchange of information on second-language programs with other countries as agreed to in the Helsinki Accords could also be facilitated by such a commission.

In conclusion, foreign-language teachers at all levels of instruction need expanded opportunities on a preservice and inservice basis so that they can: (1) develop communicative proficiency in the language to be taught, (2) acquire a working knowledge of the culture through on-site living experiences, and (3) become expert in teaching techniques based upon sound theoretical premises, with the flexibility to incorporate the new information generated by ongoing research into the language-learning process. The profession needs governmental support to make needed changes in the education and continuing education of today and tomorrow's foreign-language teachers. As a profession we have the expertise. We need help in making our voices heard and in effecting changes of this type in the classrooms and board rooms across the country.

EXTRACT

Recommendations of the Foreign Language Panel *in re* Directions for Research and Assessment

(1) The federal government in cooperation with the nation's educators should determine ideal specifications of the language skills and knowledges that are needed for effective functioning in a variety of real-life contexts, including a determination of the "core" skills that are basic to language use across a variety of fields.

(2) The United States should develop a series of comprehensive and widely-administerable language-proficiency tests. In addition there should be encouragement and financial support at the federal level for the development of appropriate measurement procedures in the area of attitudinal or affective testing.

(3) It is imperative that detailed instruction in language testing be made an integral part of teacher training curricula and inservice training experiences and institutes, and that the necessary instructional materials be developed and disseminated under government contract or through other appropriate means.

APPENDIX

The following position papers are submitted to the panels of the Boston Regional Hearings of the President's Commission on Foreign Language and International Studies not dealing with Foreign Languages, in the desire to state various ways that foreign language teachers feel their profession may complement or interact with other academic fields.

Position Paper #1: Business and Industry

Foreign languages could be of direct importance to American industry and to the economic well-being of this country. Our country is in the process of opening trade with China; the Arab nations have emerged as critical links to the survival of our domestic economy; Latin America and the newly independent French- and Portuguese-speaking countries of Africa are providing more opportunities in commerce and industry.

The monolingual American may function adequately at the office using the English language, but social contacts and gatherings in the homes of business colleagues and neighbors become difficult. It is essential that Americans who will be working in other countries have experience with crosscultural studies so that they respect the diversity found elsewhere. Business persons working in foreign countries should be familiar not only with the language but with the customs, work habits, tax structures, life styles, and consumer preferences of prospective markets. Training in a foreign language and culture should be an integral part of an employee's background so that two-way communication can occur.

It is therefore recommended that the President's Commission find ways to:

(1) Encourage the business community to employ Americans trained in foreign language. Long range benefits should accrue in the form of more efficient and accurate business judgments from better communication since they will be able to interact more freely with the local communities.

(2) Establish interdisciplinary foreign language/business centers in magnet high schools, in commercial business schools, and in colleges and universities. Representatives of business and industry could serve as advisors and monitors of the program.

(3) Encourage business to train personnel working in the United States in foreign languages as well as cultures when their job involves contact with non-English speaking visitors in such varied fields as health services, transportation, food services, etc.

(4) Include in federally funded institutes for retraining foreign language teachers and teacher trainers a course in specialized language for business and industry.

Position Paper #2: Business and Industry

American industry and business personnel, along with their families, are at a serious disadvantage overseas when their education has not included the study of foreign languages and cultures. Some knowledge of at least one foreign language, and its culture, would at least prepare Americans for future contacts with any foreign language and its non-English speaking culture.

Since most Americans are not trained to know, understand, and appreciate foreign cultures, they are often confused and irritated by languages, lifestyles, and attitudes which are different from their own. The reaction? Americans develop an antipathy for anything 'foreign,' and the foreign nationals, in turn, develop an antipathy for anything American. The result? Prejudice, misunderstanding, and mutual fear all stemming from ignorance.

It is not difficult to understand why the American image abroad is so distorted. The only Americana known to most foreign nationals comes to them via the disaffected business community mentioned above, gangster and cowboy films, dubbed *I Love Lucy* television shows, the occasional tourist type, and an aloof and bothersomely monolingual diplomatic corps. This serves to perpetuate the 'ugly American' image and translates itself not only into a financial crisis, but also into the deeper human tragedy of international misunderstanding.

Overseas American business personnel and their families often find themselves the sole representatives of the United States in certain areas. Thus, in times of crisis, these people and the nation they represent become prime targets of anti-American frustrations.

It is therefore recommended that the President's Commission encourage American business and industry to seek out employees whose credentials include linguistic competency and cultural awareness and that the President's Commission encourage American business and industry to give serious consideration to engaging personnel whose primary training is in foreign languages and cultures. These resource persons could then be prepared through company training programs to meet the specific needs of their employer. They could function as company interpreters of the foreign language and its culture, could instruct other personnel in the mores of the host country, and could play key roles in high level decision-making situations in which in-depth cultural knowledge might well be the major factor spelling success or failure of an international business venture.

It is further recommended that the President's Commission urge American schools of business to include foreign languages and cultural studies in their programs of general studies since many business majors can reasonably expect to experience some international contact in their future employment.

May I end with an anecdote? A large American corporation, which shall remain nameless, would never have attempted to sell an automobile called NOVA in a Latin American country if even *one* individual involved in the marketing process had had some rudimentary knowledge of Spanish. NO-VA means: "it doesn't go"!!!

Position Paper #3: Business and Industry

American business and industry want and need personnel trained in foreign languages and cultures. To fill this need they rely upon superficial survival courses in foreign language as they are taught by commercial language schools and upon cursory cultural briefings which are more brief than cultural.

Currently American business spends millions of dollars a year for services which might very well have been started in America's schools and maintained and perfected in American colleges. Since thorough knowledge of a foreign language, and its culture, takes years, business and industry would do well to encourage and finance such academic studies across the nation, rather than to waste money on a questionable product.

The phenomenal growth of the International School of Management in Glendale, Arizona, only serves to reinforce our argument for the need of such studies. Thirty-two years of this school's experience and success are proving to a limited sector of the American business community that foreign languages and their corresponding cultures are not only compatible with, but essential to the smooth functioning of the truly international business scene.

This graduate school, with over 900 students, seeks to perfect future business personnel in various specializations, but the foreign language and culture components remain constant factors in all programs. Given the success of this school (it has little or no trouble attracting bright students or placing its graduates) and the fact that it is being copied by other institutions of higher learning in California and Colorado, one need speak no further concerning the need for such precision training in international business.

It is therefore recommended that the President's Commission include in its final report an encouragement to American business and industry to study how training programs for international ventures can be made more effective by the inclusion of foreign language and cultural

components and that the President's Commission encourage the inclusion of foreign language and culture study in the programs of American undergraduates as well as graduate business majors. This suggestion is made in the belief that young Americans should be prepared to take an active role in the thousands of businesses which buy and sell products across international boundaries.

Position Paper #1: The Contribution of International Exchanges

International exchanges of students and teachers are essential to the development of the knowledge and understanding of the languages and cultures of other peoples. Therefore it is recommended that we establish reciprocal exchanges between United States secondary schools and their foreign counterparts — and that these exchanges be accessible to every qualified foreign language student, not just to those whose families can afford the expenses.

It is also recommended that the federal government facilitate short-term foreign homestay programs which would include: (1) a carefully selected language component, (2) specified cultural components, (3) qualified chaperones, and (4) a program of orientation and follow-up. There are model programs in existence, but the financial encumberments exclude many interested families and qualified students.

The humanistic benefits of a well designed program that involves students in a target culture include: a greater awareness of and a sensitivity to the similarities and differences between cultures, an appreciation of the values that influence behavior, and an enhancement of the participant's self-concept. More practical outcomes include: increased competency in language skills, functional knowledge of the many systems that affect daily life, and a dramatic rise in motivation to maintain contacts with that country, its people, and its language. The participants in these programs would gain certain skills and attitudes needed to be more effective American citizens in an interdependent world.

An alternative for those unable to participate in such foreign exchange programs could be the establishment of a national agency responsible for the creation of a network of regional centers within the United States. These centers would provide short-term and long-term immersion experiences initially in all of the commonly taught languages and eventually in some of the less commonly taught languages, such as Arabic, Chinese, Japanese, Portuguese, and Russian. The centers would be staffed by competent speakers of the languages thereby insuring ample linguistic and cultural expertise. Foreign language professional organizations, institutions of higher education, school districts, and other agencies could collaborate with appropriate national agencies in coordinating, staffing, and supervising the centers.

To subsidize the creation of this national network of regional centers and to provide scholarships for students otherwise unable to participate, greater efforts should be expended to locate funding resources in business and industry, ethnic organizations, private or public foundations, and other national or international agencies that promote educational exchanges. The availability of these scholarships would need to be widely publicized.

It is further recommended that foreign exchanges for teachers in fields other than second languages be provided. These teachers, too, would need to acquire proficiency in the language of the country they would be visiting, and upon their return they would be expected to assist in developing curricula in the area of international understanding.

Another vehicle for transmitting cultural awareness is the freer use of audiovisual materials across national boundaries. It is therefore recommended that appropriate federal agencies seek to facilitate acquisition of radio and television programs from other countries for educational purposes in the United States. Not only is non-print media valuable for language study, it is also a means of exposing students and every member of the American public to foreign cultures and civilizations.

Position Paper #2: The Contribution of International Exchanges

Inflation throughout the world is one of the major problems of international exchanges, particularly with respect to foreign language programs. In compliance with "the need for foreign language study as a means of improving communications among the world's peoples and of strengthening international cooperation" — as stated in the Helsinki agreement, it is recommended:

(1) That additional opportunities for exchange or study abroad be provided for students at the undergraduate level. Present programs also are in need of support as the costs, which often rise during the planning of the exchange, are putting them beyond the reach of even middle-income students.

(2) That the Department of State and the International Communications Agency (ICA), in collaboration with the U.S. Office of Education, be charged with the responsibility for establishing a *policy of reciprocity* so that countries which host, and therefore subsidize, American students are provided with similar opportunities and levels of subsidy for placing their students in American institutions of higher education.

(3) That in addition to those countries already receptive to American students, study abroad programs be developed through the efforts of appropriate federal agencies, the Department of State and the ICA, in other politically and economically strategic countries.

These recommendations are based upon the apparent growing resentment felt in host countries toward the presence of American students in their already overcrowded and budget-restricted institutions. These universities are increasingly aware that they are, in effect, subsidizing a part of the cost of American programs by offering their traditionally lower tuition and fees along with reduced prices for student travel, meals, concerts, and cultural activities. They claim that student traffic is mostly one way and ask *what* we in the United States are offering in return.

A recent article in the *Chronicle of Higher Education* (January 22, 1979) describes the new regulations which now threaten the American study-abroad programs. The American Association of Teachers of French had been warned repeatedly that the day would come when France would no longer accept some 7,000 American students a year without efforts toward reciprocity on the part of our government. That day has now arrived. A few quotations from the *Chronicle* article: "The French government wants to reduce the number of . . . American students in France because of its growing feeling that at least some American universities and students are exploiting the French system of free education. . . ." Few French men and women study in the United States."

To provide incentives for foreign language teachers to avail themselves of the programs currently provided by the Fulbright Exchange Program of the U.S. Office of Education, it is recommended that:

(1) Immediate steps be taken to ensure that no salary losses are incurred by United States and foreign teachers as a result of their study in the host country.

(2) Funding of the Fulbright Exchange program be increased to provide the number of grants equal to previous levels of funding.

(3) Summer, academic year, and sabbatical year institutes abroad be supported financially by the federal government in cooperation with institutions of higher education and professional organizations. Excess foreign currency funds could be used where available. Such institutes would be to provide opportunities for the on-going education of foreign language teachers in the culture of the countries visited.

(4) A national clearinghouse be established which would make available in one location the descriptions of all exchange opportunities as well as provide continually updated information on orientation and follow-up procedures. The U.S. Government Printing Office would publish, on a regular basis, a directory of program descriptions, locations, and other pertinent information.

Position Paper #1: Institutional Needs in Language and Area Studies

The Helsinki accords commit the United States to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation." In order to fulfill those principles, articulated programs of area studies, with a foreign language component where possible, should begin at the earliest grades and be continued through the highest levels of education. A sufficiently long, sequential program is needed to influence attitudes of our students — to extend their awareness beyond the family and their country, to the world.

It is recommended that NDEA Title VI Section 603 monies presently allocated to University Area Studies programs should be increased so that funds may be available for secondary school pilot programs, curricula development, and inservice training of classroom teachers. At present these funds are limited to university use. This situation should not be allowed to continue.

These Area Studies programs would also sponsor institutes and workshops on a regional basis designed to give foreign language and social studies participants insight into values, habits or thoughts of other peoples, and assumptions prevalent in global, crosscultural education. Teams of teachers from the same school district would be retrained together so that they could teach in an interdisciplinary mode. After these curricula had been piloted in the classroom, modifications would be made to improve and refine the methodology content.

Position Paper #2: Institutional Needs in Language and Area Studies

As programs are cooperatively developed by the foreign language and international education profession, the need for disseminating the ideas, techniques, knowledge, and classroom-ready materials becomes a priority. In this country, where most school policies are carried out on the state and local level, an efficient communication network must be devised.

It is therefore recommended that regional language and area studies training centers be established by the U.S. Office of Education and that existing centers be expanded:

(1) to update foreign-language teachers' knowledge of the cultural aspects of the languages they teach in such areas as politics, economics, sociology, thus adding a new dimension to their teaching;

(2) to include in the training of foreign language teachers courses in drama, music, and art, thus providing the instruments to teach the culture of the people more effectively and train teachers to incorporate these disciplines into classroom activities;

(3) to gather, develop, and disseminate curricula and instructional materials of an interdisciplinary nature;

(4) to strengthen library resources for use by all teachers;

(5) to develop and coordinate international exchange of materials from the mass media and classroom-ready audiovisual materials for the dissemination of information on language and culture;

(6) to serve as a clearinghouse for human resources, e.g., visiting foreign lecturers in relevant areas of specialization;

(7) to bring to the attention of the American public the need to study other cultures and civilizations and their languages, in order to deal with the complex issues of interdependence;

(8) to prepare students and teachers prior to participation in study-abroad programs.

To better implement these objectives it is recommended that these centers should not be located on a university or college campus but rather at Area Resource Service Centers like those in Connecticut or New York State's Boards of Cooperative Educational Services. Curriculum consultants and foreign language and international studies consultants would work with classroom teachers. A viable arrangement presently exists at the World Citizen Forum, A Teacher Center for the Study of Foreign Languages and Cultures (Project Learn, East Lyme, Connecticut). Funding is under Title IV-C of the Elementary and Secondary Education Act.

The Teacher Center Grants Program already exists in the U.S. Office of Education.* Expansion of the present funding of this program is a feasible way to implement these recommendations without establishing new bureaucracies.

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Position Paper #1: International Education

A global consciousness is not necessarily an outgrowth of technological advances in worldwide communications. The general lack of an international perspective among our citizens illustrates this point. Recent studies reported in the *Phi Delta Kappan* reveal the alarming degree to which we in the United States are insensitive to other cultures.

While we live in an era in which distant countries come alive on a screen in our living rooms, it is probable that we will observe that culture without seeing its relationship to our own and that we will remain unaware that the interdependence of nations is already a reality. How can we best combat the insularity or ethnocentricity which prevents us from reaching outward? How do we replace it with an understanding of a politically and culturally diversified world in which we must act together?

This Commission should propose ways in which the federal government can facilitate the cooperation of complementary disciplines in an effort to build an international consciousness in our citizens:

(1) To articulate the problems posed by citizens uneducated to global problems.

(2) To mount a vigorous campaign to increase public awareness of the need for a national commitment to foreign language study and the understanding of other cultures.

(3) To provide educational opportunities which stress the understanding of other peoples through study of their language, their customs, and their contributions.

To accomplish these goals, it is recommended that the federal government:

(1) Establish and maintain regional interdisciplinary materials and curriculum development centers in conjunction with the U.S. Office of Education Teacher Center project. These centers would serve as curriculum banks for state programs by providing and disseminating print and audiovisual materials in English and target languages.

(2) Include foreign language representation in projects relating to global education and international studies.

(3) Survey existing programs and financially sustain model programs which interrelate language acquisition and global perspectives.

(4) Provide matching funds to regions and school districts which inititate global studies with a foreign language component.

(5) Designate and fund summer training institutes in international studies where a cross-section of teachers of foreign language and related disciplines would learn methods of fusing concepts of global education with their disciplines. Participants would then be available as consultants to schools and colleges. Stipends and salary increments for professional growth could serve as incentives.

(6) Extend subsidies for exchange programs to include more high school participants.

(7) Fund public conferences at the state and local levels to stimulate interest in foreign languages and global studies. The business sector should be encouraged to participate, perhaps through matching grants.

(8) Support work-study and scholarship programs abroad for students who demonstrate interest and achievement in foreign languages and world cultures study.

By supporting these proposals the federal government will provide necessary impetus from without, even as those in the fields of second languages and international studies work from within to design a coordinated approach. It is time for the nation to unite to address the crisis situation which threatens to weaken our future role in a world interdependent with us, not dependent upon us.

Position Paper #2: International Education

Political, social, and economic interdependence of the nations of the world requires of new generations the ability to use and understand a second language for effective communication and international cooperation. Our children must also be able to understand and appreciate cultural diversity in order to break down existing attitudinal barriers. Sensitivity to languages and cultures other than their own, to historical and geographical perspectives, will equip them to function effectively in the international forum of ideas, in business, government, science and technology.

An effective program to raise the global consciousness of our citizenry would function on a dual level, federal and state. It is therefore recommended that the federal government take a role in the formation and development of a program to coordinate foreign language and international studies, in order to provide an incentive to state and regional programs. The role of the states is crucial in determining and promoting the content of interdisciplinary collaboration, if curricular change is to filter down to local school districts.

It is also recommended that the states follow guidelines established by federal agencies and cooperate with regional and local school districts to:

(1) Assist in establishing curriculum centers which would recommend crosscultural continuums, kindergarten through adult; study approaches and collect materials for general and specific use; disseminate these materials; and formulate citizen resource lists which would identify individuals able to share their ethnic, linguistic, and cultural heritage.

(2) Fund positions for resource personnel for regional and local programs, possibly on a matching basis.

(3) Support crosscultural study centers at secondary schools, universities, and colleges across the state where teachers could receive inservice training. Encouragement for participation could take the form of stipends, additional certification credit, or released time.

(4) Provide mini-grants to classroom teachers who wish to develop materials or activities around crosscultural or second-language topics. These would encourage teachers in all subject areas to incorporate global studies in their content.

(5) Designate and support state foreign language and social studies consultants who would work cooperatively on the development of curriculum and teacher training.

(6) Help local agencies obtain funds for seminars where teachers, guidance counselors, administrators, and school board members would participate together in learning how to include global education in the school curriculum.

(7) Revise teacher preparation curricula to include a state requirement for an international studies component in the course work of foreign language and social studies teachers.